

FLUENCY

Rationale: Recognizing words automatically is the key ingredient to becoming a fluent reader. When students become fluent readers they are better able to comprehend text as they read themselves. Comprehension is the utmost important goal in reading and students can achieve this through fluency by reading and rereading texts and timing themselves to measure their growth as fluent readers.

Fluency passages can be downloaded from www.ReadWorks.org

Day 1 - Talk about the importance of reading fluency and how it connects with understanding what you read. Using a fluency passage model a particular characteristic of fluent reading. Ask students to listen for as you read. Talk about what they heard you say and do.

Repeated Reading





The student reads through a passage repeatedly, silently or aloud, and receives help with reading errors.

Echo Reading

Echo reading is a rereading strategy designed to help students develop expressive, fluent reading. In echo reading, the teacher or parent reads a short segment of text (sentence or phrase), and the student echoes back the same sentence or phrase while following along in the text.

Partner Read

Children enjoy one-minute reads because their success is evident. They will *ask* you if they can read the passage again!

I noticed that my partner . . .	
After 2nd	After 3rd reading
<input type="checkbox"/>	<input type="checkbox"/> Remembered more words 
<input type="checkbox"/>	<input type="checkbox"/> Read faster 
<input type="checkbox"/>	<input type="checkbox"/> Read smoother 
<input type="checkbox"/>	<input type="checkbox"/> Read with expression 

Copy and paste into a word document to print for each student.

Use check sheets for partner readings. With a class of children, pair up readers to respond to one another. Begin by explaining what you'll be listening for. Model fluent and nonfluent reading. For example, show the difference between smooth and choppy reading. Show how expressive readers make their voices go higher and lower, faster and slower, louder and softer. In each pair, students take turns being the reader and the listener. The reader reads a selection three times. The listener gives a report after the second and third readings. All reports are complimentary. No criticism or advice is allowed.

Optional Activity

Read with Expression - talk aloud about the concept of using expression when we read. Model with students by attending to the punctuation as you read the alphabet letters below.

ABC. DEF? GHIJ! KLMNOP? QRST. UVW? XYZ!

I noticed that my partner . . .

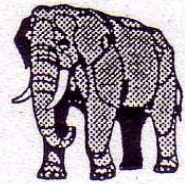
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☐☐☐☐

After 3rd reading

☐☐☐☐

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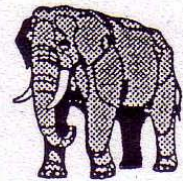
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